

Index to Volume 31

The book reviews that are included in this index have been posted on the AEQ webpage during the past year. Go to www.aaanet.org/cae/aeq/br/index.htm.

Titles

"Africa, My Teacher!": An Expatriate's Perspectives on Teaching Mathematics in Zimbabwe. Gerald R. Fast. 31(1):90-102.

The After-School Lives of Children: Alone and with Others while Parents Work (Belle). Reviewed by Thomas S. Weisner.

Alaska Standards for Culturally Responsive Schools (Alaska Native Knowledge Network, University of Alaska at Fairbanks). Reviewed by Michael Marker.

American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education (Bigler). Reviewed by Lisa Rosen.

The Averted Gaze. Richard Wisniewski. 31(1):5-23.

Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform (Oakes, Quartz, Ryan, and Lipton). Reviewed by Elaine L. Simon.

Behind Closed Doors: Teachers and the Role of the Teachers' Lounge (Ben-Peretz and Schonmann). Reviewed by Jon Wagener.

Bilingual Education and Social Change (Freeman). Reviewed by G. G. Patthey-Chavez.

Bilingual Education Policy and Practice in the Andes: Ideological Paradox and Intercultural Possibility. Nancy H. Hornberger. 31(2):173-201.

The Campus Tour: Ritual and Community in Higher Education. Peter M. Magolda. 31(1):24-46.

Canal Town Boys: Poor White Males and Domestic Violence. Julia Hall. 31(4):471-485.

Chicana Adolescents: Bitches, 'Ho's, and Schoolgirls (Dietrich). Reviewed by Margaret A. Gibson and Livier F. Bejinez.

Chicano Empowerment and Bilingual Education: Movimiento Politics in Crystal City, Texas (Trujillo). Reviewed by José Macias.

The Citizen Factory: Schooling and Cultural Production in Bolivia (Luykx). Reviewed by Robert B. Everhart.

Commentary on "Village School in Sri Lanka." Christine Finnan. 31(1):117-118.

Comment on "The Significance of Place: Fieldwork Reflections on 'South Africa' and 'the United States.'" Siby Chalufu. 31(4):494-497.

Comparative Education: The Dialectic of the Global and the Local (Arnové and Torres, eds.). Reviewed by Diane M. Hoffman.

Index to Volume 31

The book reviews that are included in this index have been posted on the AEQ webpage during the past year. Go to www.aaanet.org/cae/aeq/br/index.htm.

Titles

"Africa, My Teacher!": An Expatriate's Perspectives on Teaching Mathematics in Zimbabwe. Gerald R. Fast. 31(1):90-102.

The After-School Lives of Children: Alone and with Others while Parents Work (Belle). Reviewed by Thomas S. Weisner.

Alaska Standards for Culturally Responsive Schools (Alaska Native Knowledge Network, University of Alaska at Fairbanks). Reviewed by Michael Marker.

American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education (Bigler). Reviewed by Lisa Rosen.

The Averted Gaze. Richard Wisniewski. 31(1):5-23.

Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform (Oakes, Quartz, Ryan, and Lipton). Reviewed by Elaine L. Simon.

Behind Closed Doors: Teachers and the Role of the Teachers' Lounge (Ben-Peretz and Schonmann). Reviewed by Jon Wagner.

Bilingual Education and Social Change (Freeman). Reviewed by G. G. Patthey-Chavez.

Bilingual Education Policy and Practice in the Andes: Ideological Paradox and Intercultural Possibility. Nancy H. Hornberger. 31(2):173-201.

The Campus Tour: Ritual and Community in Higher Education. Peter M. Magolda. 31(1):24-46.

Canal Town Boys: Poor White Males and Domestic Violence. Julia Hall. 31(4):471-485.

Chicana Adolescents: Bitches, 'Ho's, and Schoolgirls (Dietrich). Reviewed by Margaret A. Gibson and Livier F. Bejinez.

Chicano Empowerment and Bilingual Education: Movimiento Politics in Crystal City, Texas (Trujillo). Reviewed by José Macias.

The Citizen Factory: Schooling and Cultural Production in Bolivia (Luykx). Reviewed by Robert B. Everhart.

Commentary on "Village School in Sri Lanka." Christine Finnan. 31(1):117-118.

Comment on "The Significance of Place: Fieldwork Reflections on 'South Africa' and 'the United States.'" Sibu Chalufu. 31(4):494-497.

Comparative Education: The Dialectic of the Global and the Local (Arnové and Torres, eds.). Reviewed by Diane M. Hoffman.

- Contextual Challenges to Dual-Language Education: A Case Study of a Developing Middle School Program. Rebecca Freeman. 31(2):202-229.
- Cooperative Learning in Context: An Educational Innovation in Everyday Classrooms* (Jacob). Reviewed by Jon Wagner.
- Creating Learning Opportunities in Strange or Familiar Contexts: A Response to Gerald R. Fast's "Africa, My Teacher!" Sharon A. Schwille. 31(1):103-108.
- Culturally Responsive Teaching: Theory, Research, and Practice* (Gay). Reviewed by Barry Osborne.
- Culture of Intolerance: Chauvinism, Class, and Racism in the United States* (Cohen). Reviewed by Matthew Kapell.
- Debatable Diversity: Critical Dialogues on Change in American Universities* (Padilla and Montiel). Reviewed by Richard Wisniewski.
- Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in a Global World* (Torres). Reviewed by Elsa L. Statzner and Leah D. Miller.
- The Dimensions of Time and the Challenge of School Reform* (Gándara, ed.). Reviewed by Marjorie Faulstich Orellana.
- Discourse Wars in Gotham-West: A Latino Immigrant Urban Tale of Resistance and Agency* (Pruyn). Reviewed by Olga G. Rubio.
- Editorial Transition for AEQ. Kathryn Anderson-Levitt. 31(3):259.
- Educating beyond the Borders of Schooling. Michelle Fine, Lois Weis, Craig Centre, and Rosemarie Roberts. 31(2):131-151.
- Educating New Americans: Immigrant Lives and Learning* (Hones and Cha). Reviewed by Mary M. Blakely.
- Éducation et Sociétés*, no. 1, "L'éducation, l'État et le local," and no. 2, "Sociologie de l'enfance 1." Reviewed by Deborah Reed-Danahay.
- Education in Contemporary Japan: Inequality and Diversity* (Okano and Tsuchiya). Reviewed by Janet K. Fair.
- Elusive Culture: Schooling, Race, and Identity in Global Times* (Yon). Reviewed by Linwood H. Cousins.
- Essentializing Dilemma and Multiculturalist Pedagogy: An Ethnographic Study of Japanese Children in a U.S. School. Yoshiko Nozaki. 31(3):355-380.
- Essie's Story: The Life and Legacy of a Shoshone Teacher* (Horne and McBeth). Reviewed by Stan Wilson.
- Ethnic Diversity in Communities and Schools: Recognizing and Building on Strengths* (Borman with Baber et al.). Reviewed by María Torres-Gúzman.
- Everyday Literacies: Students, Discourse, and Social Practice* (Knobel). Reviewed by Stanton Wortham.
- Gendered Futures: Student Visions of Career and Family on a College Campus. Linda Stone and Nancy P. McKee. 31(1):67-89.

- Gender on Campus: Issues for College Women* (Gmelch). Reviewed by Linda Stone.
- Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks). Reviewed by Michael Marker.
- Hispanic Students in High School and College: Two Views of a Continuing Challenge. Jeannette Abi-Nader. 31(1):119-123.
- How Scholars Trumped Teachers: Change without Reform in University Curriculum, Teaching, and Research, 1890-1990* (Cuban). Reviewed by Richard Wisniewski.
- Humble on Sundays: Family, Friends, and Faculty in the Upward Mobility Experiences of African American Females. Kathleen M. Shaw and Ashaki B. Coleman. 31(4):449-470.
- Inside City Schools: Investigating Literacy in Multicultural Classrooms* (Freedman, Simons, Kalnin, Casareno, and the M-CLASS Teams). Reviewed by Brenda Kennedy.
- International Perspectives on Intercultural Education* (Cushner). Reviewed by Barry Osborne.
- Inuit Morality Play: The Emotional Education of a Three-Year-Old* (Briggs). Reviewed by Judith Lynne Hanna.
- Khmer American: Identity and Moral Education in a Diasporic Community* (Smith-Hefner). Reviewed by Diane M. Hoffman.
- Kids Talk: Strategic Language Use in Later Childhood* (Hoyle and Adger, eds.). Reviewed by Courtney B. Cazden.
- Language and Politics in the United States and Canada: Myths and Realities* (Ricento and Burnaby, eds.). Reviewed by Timothy Dunnigan.
- Learning from Comparing: New Directions in Comparative Educational Research, vol. 1. Contexts, Classrooms and Outcomes* (Alexander, Broadfoot, and Phillips, eds.). Reviewed by Elizabeth J. Gross.
- Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton). Reviewed by John Herzog.
- Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton). Reviewed by Harry F. Wolcott.
- The Light in Their Eyes: Creating Multicultural Learning Communities* (Nieto). Reviewed by Barry Osborne.
- Literacy with an Attitude: Educating Working-Class Children in Their Own Interest* (Finn). Reviewed by John M. Watkins.
- Local Literacies: Reading and Writing in One Community* (Barton and Hamilton). Reviewed by Deborah Keller-Cohen.
- Lona's Links: Postoppositional Identity Work of Urban Youths. Annette Hemmings. 31(2):152-172.

- Making Their Way: Four Books on Youth, Culture, and Identity. Roslyn Arlin Mickelson. 31(3):381-389.
- Mathematics Success and Failure among African-American Youth: The Roles of Socio-historical Context, Community Forces, School Influence, and Individual Agency* (Martin). Reviewed by Karen E. Pikula.
- The Mouse that Roared: Disney and the End of Innocence* (Giroux). Reviewed by Maria D. Bonham and Matthew Kapell.
- Narrating Professional Development: Teachers' Stories as Texts for Improving Practice. Diane R. Wood. 31(4):426-448.
- Narrative Inquiry: Experience and Story in Qualitative Research* (Clandinin and Connelly). Reviewed by Diane R. Wood.
- Narratives from Latina Professors in Higher Education. Catherine Medina and Gaye Luna. 31(1):47-66.
- Off Track: Classroom Privilege for All* (video) (Fine, Anand, Hancock, Jordan, and Sherman). Reviewed by Cherry A. McGee Banks.
- One-Way Ticket: A Story of an Innovative Teacher in Mainland China. Huhua Ouyang. 31(4):397-425.
- Onna Rashiku (*Like a Woman*): *The Diary of a Language Learner in Japan* (Ogulnick). Reviewed by Joan Lesikin.
- On Reading "The Significance of Place." Vandra Lea Masemann. 31(4):493.
- On the Border of Opportunity: Education, Community, and Language at the U.S.-Mexico Line* (Pugach). Reviewed by Edmund Hamann.
- Particularities: Collected Essays on Ethnography and Education* (Noblit). Reviewed by Evelyn Jacob.
- Personalizing Culture through Anthropological and Educational Perspectives* (Henze and Hauser). Reviewed by Ginger Weade.
- "Points Ain't Everything": Emergent Goals and Average and Percent Understandings in the Play of Basketball among African American Students. Na'ilah Suad Nasir. 31(3):283-305.
- The Politics of Second Generation Discrimination in American Indian Education: Incidence, Explanation, and Mitigating Strategies* (Wright, Herlinger, and England). Reviewed by A. D. Fisher.
- Queering Elementary Education: Advancing the Dialogue about Sexualities and Schooling* (Letts and Sears, eds.). Reviewed by William L. Leap.
- Race Is . . . Race Isn't: Critical Race Theory and Qualitative Studies in Education* (Parker, Deyhle, and Villenas, eds.). Reviewed by Mary Hauser.
- Resilience, Gender, and Success at School* (McGinty). Reviewed by Lea Hubbard.
- Robot World: Education, Popular Culture, and Science* (Weinstein). Reviewed by Matthew Kapell.

- A Room Full of Mirrors: High School Reunions in Middle America* (Ikeda). Reviewed by Heewon Chang.
- Secular and Religious Nationalism among Young Turkish Women in Belgium: Education May Make the Difference. Christiane Timmerman. 31(3):333-354.
- Shooting for Excellence: African American and Youth Culture in New Century Schools* (Mahiri). Reviewed by James L. Collins.
- The Significance of Place: Fieldwork Reflections on "South Africa" and "the United States." Nadine Dolby. 31(4):486-492.
- Social Life in Schools: Pupils' Experience of Breaktime and Recess from 7 to 16 Years* (Blatchford). Reviewed by Barrie Thorne.
- Sociocultural Contexts of Language and Literacy* (Pérez, ed.). Reviewed by Angela Reyes.
- Sociology of Education: Emerging Perspectives* (Torres and Mitchell, eds.). Reviewed by Evelyn Jacob.
- Speaking the Unpleasant: The Politics of (Non)Engagement in the Multicultural Education Terrain* (Chávez and O'Donnell, eds.). Reviewed by Susan Florio-Ruane.
- Strategies in Teaching Anthropology* (Rice and McCurdy, eds.). Reviewed by Patricia J. Higgins.
- Struggling to Be Heard: The Unmet Needs of Asian Pacific American Children* (Pang and Cheng). Reviewed by Linda Harklau.
- Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring* (Valenzuela). Reviewed by Lucinda Pease-Alvarez.
- Successful Failure: The School America Builds* (Varenne, McDermott, Goldman, Nadeo, and Rizzo-Tolk). Reviewed by James Paul Gee.
- Taking Stock. Kathryn Anderson-Levitt. 31(4):395.
- Talking Mathematics in School: Studies of Teaching and Learning* (Lampert and Blunk, eds.). Reviewed by Mary E. Brenner.
- Teaching Genres: A Bakhtinian Approach. Elsie Rockwell. 31(3):260-282.
- Teaching in a Cold and Windy Place: Change in an Inuit School* (Tompkins). Reviewed by Stan Wilson.
- There Goes the Neighborhood: Rural School Consolidation at the Grass Roots in Early Twentieth-Century Iowa* (Reynolds). Reviewed by Alan J. DeYoung.
- Transforming the Culture of Schools: Yup'ik Eskimo Examples* (Lipka with Mohatt and the Ciulistet Group). Reviewed by Rosemary C. Henze.
- Village School in Sri Lanka. Victoria J. Baker. 31(1):109-116.
- We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (Howard). Reviewed by Duncan Waite.
- What a Little Hate Literature Will Do: "Cultural Issues" and the Emotional Aspect of School Change. Anne DiPardo. 31(3):306-332.

Who's the Boss? How Communicative Competence Is Defined in a Multilingual Preschool Classroom. Min-Ling Tsai and Georgia Earnest García. 31(2):230-252.

Women's Science: Learning from the Margins (Eisenhart and Finkel with Behm, Lawrence, and Tonso). Reviewed by Kathryn Borman.

Authors

Abi-Nader, Jeannette. Hispanic Students in High School and College: Two Views of a Continuing Challenge. 31(1):119-123.

Anderson-Levitt, Kathryn. Editorial Transition for AEQ. 31(3):259.

Anderson-Levitt, Kathryn. Tacking Stock. 31(4):395.

Baker, Victoria J. Village School in Sri Lanka. 31(1):109-116.

Banks, Cherry A. McGee. Review of *Off Track: Classroom Privilege for All* (video) (Fine, Anand, Hancock, Jordan, and Sherman).

Bejinez, Livier F. See Gibson, Margaret.

Blakely, Mary M. Review of *Educating New Americans: Immigrant Lives and Learning* (Hones and Cha).

Bonham, Maria D., and Matthew Kapell. Review of *The Mouse that Roared: Disney and the End of Innocence* (Giroux).

Borman, Kathryn. Review of *Women's Science: Learning from the Margins* (Eisenhart and Finkel with Behm, Lawrence, and Tonso).

Brenner, Mary E. Review of *Talking Mathematics in School: Studies of Teaching and Learning* (Lampert and Blunk, eds.).

Cazden, Courtney B. Review of *Kids Talk: Strategic Language Use in Later Childhood* (Hoyle and Adger, eds.).

Centrie, Craig. See Fine, Michelle, et al.

Chalufu, Siby. Comment on "The Significance of Place: Fieldwork Reflections on 'South Africa' and 'the United States.'" 31(4):494-497.

Chang, Heewon. Review of *A Room Full of Mirrors: High School Reunions in Middle America* (Ikeda).

Coleman, Ashaki B. See Shaw, Kathleen M.

Collins, James L. Review of *Shooting for Excellence: African American and Youth Culture in New Century Schools* (Mahiri).

Cousins, Linwood H. Review of *Elusive Culture: Schooling, Race, and Identity in Global Times* (Yon).

DeYoung, Alan J. Review of *There Goes the Neighborhood: Rural School Consolidation at the Grass Roots in Early Twentieth-Century Iowa* (Reynolds).

DiPardo, Anne. What a Little Hate Literature Will Do: "Cultural Issues" and the Emotional Aspect of School Change. 31(3):306-332.

- Dolby, Nadine. The Significance of Place: Fieldwork Reflections on "South Africa" and "the United States." 31(4):486-492.
- Dunnigan, Timothy. Review of *Language and Politics in the United States and Canada: Myths and Realities* (Ricento and Burnaby, eds.).
- Everhart, Robert B. Review of *The Citizen Factory: Schooling and Cultural Production in Bolivia* (Luykx).
- Fair, Janet K. Review of *Education in Contemporary Japan: Inequality and Diversity* (Okano and Tsuchiya).
- Fast, Gerald R. "Africa, My Teacher!": An Expatriate's Perspectives on Teaching Mathematics in Zimbabwe. 31(1):90-102.
- Finnan, Christine. Commentary on "Village School in Sri Lanka." 31(1):117-118.
- Fisher, A. D. Review of *The Politics of Second Generation Discrimination in American Indian Education: Incidence, Explanation, and Mitigating Strategies* (Wright, Herlinger, and England).
- Florio-Ruane, Susan. Review of *Speaking the Unpleasant: The Politics of (Non)Engagement in the Multicultural Education Terrain* (Chávez and O'Donnell, eds.).
- Fine, Michelle, Lois Weis, Craig Centrie, and Rosemarie Roberts. Educating beyond the Borders of Schooling. 31(2):131-151.
- Freeman, Rebecca. Contextual Challenges to Dual-Language Education: A Case Study of a Developing Middle School Program. 31(2):202-229.
- García, Georgia Earnest. See Tsai, Min-Ling.
- Gee, James Paul. Review of *Successful Failure: The School America Builds* (Varenne, McDermott, Goldman, Naddeo, and Rizzo-Tolk).
- Gibson, Margaret A., and Livier F. Bejinez. Review of *Chicana Adolescents: Bitches, 'Ho's, and Schoolgirls* (Dietrich).
- Gross, Elizabeth J. Review of *Learning from Comparing: New Directions in Comparative Educational Research*, vol. 1. *Contexts, Classrooms and Outcomes* (Alexander, Broadfoot, and Phillips, eds.).
- Hall, Julia. Canal Town Boys: Poor White Males and Domestic Violence. 31(4):471-485.
- Hamann, Edmund. Review of *On the Border of Opportunity: Education, Community, and Language at the U.S.-Mexico Line* (Pugach).
- Hanna, Judith Lynne. Review of *Inuit Morality Play: The Emotional Education of a Three-Year-Old* (Briggs).
- Harklau, Linda. Review of *Struggling to Be Heard: The Unmet Needs of Asian Pacific American Children* (Pang and Cheng).
- Hauser, Mary. Review of *Race Is . . . Race Isn't: Critical Race Theory and Qualitative Studies in Education* (Parker, Deyhle, and Villenas, eds.).
- Hemmings, Annette. Lona's Links: Postoppositional Identity Work of Urban Youths. 31(2):152-172.

- Henze, Rosemary C. Review of *Transforming the Culture of Schools: Yup'ik Eskimo Examples* (Lipka with Mohatt and the Ciulistet Group).
- Herzog, John. Review of *Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton).
- Higgins, Patricia J. Review of *Strategies in Teaching Anthropology* (Rice and McCurdy, eds.).
- Hoffman, Diane M. Review of *Comparative Education: The Dialectic of the Global and the Local* (Arnové and Torres, eds.).
- Hoffman, Diane M. Review of *Khmer American: Identity and Moral Education in a Diasporic Community* (Smith-Hefner).
- Hornberger, Nancy H. Bilingual Education Policy and Practice in the Andes: Ideological Paradox and Intercultural Possibility. 31(2):173-201.
- Hubbard, Lea. Review of *Resilience, Gender, and Success at School* (McGinty).
- Jacob, Evelyn. Review of *Particularities: Collected Essays on Ethnography and Education* (Noblit).
- Jacob, Evelyn. Review of *Sociology of Education: Emerging Perspectives* (Torres and Mitchell, eds.).
- Kapell, Matthew. Review of *Culture of Intolerance: Chauvinism, Class, and Racism in the United States* (Cohen).
- Kapell, Matthew. Review of *Robot World: Education, Popular Culture, and Science* (Weinstein).
- Kapell, Matthew. See Bonham, Maria D.
- Keller-Cohen, Deborah. Review of *Local Literacies: Reading and Writing in One Community* (Barton and Hamilton).
- Kennedy, Brenda J. Review of *Inside City Schools: Investigating Literacy in Multicultural Classrooms* (Freedman, Simons, Kalnin, Casareno, and the M-CLASS Teams).
- Leap, William L. Review of *Queering Elementary Education: Advancing the Dialogue about Sexualities and Schooling* (Letts and Sears, eds.).
- Lesikin, Joan. Review of Onna Rashiku (*Like a Woman*): *The Diary of a Language Learner in Japan* (Ogulnick).
- Luna, Gaye. See Medina, Catherine.
- Macías, José. Review of *Chicano Empowerment and Bilingual Education: Movimiento Politics in Crystal City, Texas* (Trujillo).
- Magolda, Peter M. The Campus Tour: Ritual and Community in Higher Education. 31(1):24-46.
- Marker, Michael. Review of *Alaska Standards for Culturally Responsive Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks).

- Marker, Michael. Review of *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks).
- Masemann, Vandra Lea. On Reading "The Significance of Place." 31(4):493.
- Medina, Catherine, and Gaye Luna. Narratives from Latina Professors in Higher Education. 31(1):47-66.
- McKee, Nancy P. See Stone, Linda.
- Mickelson, Roslyn Arlin. Making Their Way: Four Books on Youth, Culture, and Identity. 31(3):381-389.
- Miller, Leah D. See Statzner, Elsa L.
- Nasir, Na'ilah Suad. "Points Ain't Everything": Emergent Goals and Average and Percent Understandings in the Play of Basketball among African American Students. 31(3):283-305.
- Nozaki, Yoshiko. Essentializing Dilemma and Multiculturalist Pedagogy: An Ethnographic Study of Japanese Children in a U.S. School. 31(3):355-380.
- Orellana, Marjorie Faulstich. Review of *The Dimensions of Time and the Challenge of School Reform* (Gándara, ed.).
- Osborne, Barry. Review of *Culturally Responsive Teaching: Theory, Research, and Practice* (Gay).
- Osborne, Barry. Review of *International Perspectives on Intercultural Education* (Cushner).
- Osborne, Barry. Review of *The Light in Their Eyes: Creating Multicultural Learning Communities* (Nieto).
- Ouyang, Huhua. One-Way Ticket: A Story of an Innovative Teacher in Mainland China. 31(4):397-425.
- Patthey-Chavez, G. G. Review of *Bilingual Education and Social Change* (Freeman).
- Pease-Alvarez, Lucinda. Review of *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring* (Valenzuela).
- Pikula, Karen E. Review of *Mathematics Success and Failure among African-American Youth: The Roles of Sociohistorical Context, Community Forces, School Influence, and Individual Agency* (Martin).
- Reed-Danahay, Deborah. Review of *Éducation et Sociétés*, no. 1, "L'éducation, l'État et le local," and no. 2, "Sociologie de l'enfance 1."
- Reyes, Angela. Review of *Sociocultural Contexts of Language and Literacy* (Pérez, ed.).
- Roberts, Rosemarie. See Fine, Michelle, et al.
- Rockwell, Elsie. Teaching Genres: A Bakhtinian Approach. 31(3):260-282.
- Rosen, Lisa. Review of *American Conversations: Puerto Ricans, White Ethnic, and Multicultural Education* (Bigler).

- Rubio, Olga G. Review of *Discourse Wars in Gotham-West: A Latino Immigrant Urban Tale of Resistance and Agency* (Pruyn).
- Schwille, Sharon A. Creating Learning Opportunities in Strange or Familiar Contexts: A Response to Gerald R. Fast's "'Africa, My Teacher!'" 31(1):103-108.
- Shaw, Kathleen M., and Ashaki B. Coleman. Humble on Sundays: Family, Friends, and Faculty in the Upward Mobility Experiences of African American Females. 31(4):449-470.
- Simon, Elaine L. Review of *Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform* (Oakes, Quartz, Ryan, and Lipton).
- Statzner, Elsa L., and Leah D. Miller. Review of *Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in a Global World* (Torres).
- Stone, Linda. Review of *Gender on Campus: Issues for College Women* (Gmelch).
- Stone, Linda, and Nancy P. McKee. Gendered Futures: Student Visions of Career and Family on a College Campus. 31(1):67-89.
- Thorne, Barrie. Review of *Social Life in Schools: Pupils' Experience of Breaktime and Recess from 7 to 16 Years* (Blatchford).
- Timmerman, Christiane. Secular and Religious Nationalism among Young Turkish Women in Belgium: Education May Make the Difference. 31(3):333-354.
- Torres-Gúzman, María. Review of *Ethnic Diversity in Communities and Schools: Recognizing and Building on Strengths* (Borman with Baber et al.).
- Tsai, Min-Ling, and Georgia Earnest García. Who's the Boss? How Communicative Competence Is Defined in a Multilingual Preschool Classroom. 31(2):230-252.
- Wagner, Jon. Review of *Behind Closed Doors: Teachers and the Role of the Teachers' Lounge* (Ben-Peretz and Schonmann).
- Wagner, Jon. Review of *Cooperative Learning in Context: An Educational Innovation in Everyday Classrooms* (Jacob).
- Waite, Duncan. Review of *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (Howard).
- Watkins, John M. Review of *Literacy with an Attitude: Educating Working-Class Children in Their Own Interest* (Finn).
- Weade, Ginger. Review of *Personalizing Culture through Anthropological and Educational Perspectives* (Henze and Hauser).
- Weis, Lois. See Fine, Michelle, et al.
- Weisner, Thomas S. Review of *The After-School Lives of Children: Alone and with Others while Parents Work* (Belle).
- Wilson, Stan. Review of *Essie's Story: The Life and Legacy of a Shoshone Teacher* (Horne and McBeth).

- Wilson, Stan. Review of *Teaching in a Cold and Windy Place: Change in an Inuit School* (Tompkins).
- Wisniewski, Richard. The Averted Gaze. 31(1):5-23.
- Wisniewski, Richard. Review of *Debatable Diversity: Critical Dialogues on Change in American Universities* (Padilla and Montiel).
- Wisniewski, Richard. Review of *How Scholars Trumped Teachers: Change without Reform in University Curriculum, Teaching, and Research, 1890-1990* (Cuban).
- Wolcott, Harry F. Review of *Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton).
- Wood, Diane R. Review of *Narrative Inquiry: Experience and Story in Qualitative Research* (Clandinin and Connelly).
- Wood, Diane R. Narrating Professional Development: Teachers' Stories as Texts for Improving Practice. 31(4):426-448.
- Wortham, Stanton. Review of *Everyday Literacies: Students, Discourse, and Social Practice* (Knobel).

